

# 2004 Forest Appreciation Week Writing Contest



## "Happy Birthday Forestry!"



Dear 4<sup>th</sup> Grade Teacher:

February 2, 2004

Each year the Department of Natural Resources Forestry program encourages fourth grade students across Wisconsin to think and write about trees and our forests through the Forest Appreciation Week Writing contest. 2004 is a special year, since it marks 100 years of professional forestry in Wisconsin. To celebrate this event, this year's theme is "Happy Birthday Forestry!" Encourage your students to study Wisconsin's forest history and describe in their own words why they are glad that we rebuilt our forests and why our forests are important to them today. Let us celebrate the fact that Wisconsin's forests have recovered dramatically from the effects of the Cutover era and subsequent catastrophic fires, and reflect on the hard work of all who helped reforest our great state!

This contest is open to all fourth grade classrooms. If your school contains more than one (1) fourth grade classroom, and you would like to receive additional packets, please contact me at the address listed below. **Submit only one (1) entry per classroom.** It is the teacher's responsibility to choose one entry per classroom. Submit your essay to the appropriate writing contest judge listed by judging unit. See contest packet for details. **Your classroom entry must be postmarked by March 5, 2004. Contest entries will not be returned.**

### First Place 2003

#### MY FAVORITE FOREST ANIMALS

by Amanda Koch

Do you know what my favorite  
forest animal is?

To find out, just go ahead, and take my  
animal quiz!

All they really mainly eat,

Is lots and lots and lots of meat.

My favorite animal doesn't go "quack",

But it hunts in a family pack.

Usually it will sleep during the day,

And mainly they are red or gray.

The males can be three feet tall,

They're almost as tall as me over all!

The females can weigh up to eighty pounds,

And they are a specific kind of hound.

If you haven't already guessed it,

The animal the wolf is my favorite.

School: Jefferson School

Teacher: Ruth Jones

Location: Oshkosh (Winnebago County)

CESA: District 6

A semi-finalist will be chosen from each judging unit. The essays of the semi-finalists will appear in our 2005 Arbor Day-Earth Day Calendar. A panel of judges from the DNR will review the 12 semi-finalists and select three state winners. The three state winners, their parents and teachers will be recognized for their achievement at a special ceremony sponsored by the forestry program, the Wisconsin Woodland Owners Association, the Wisconsin Nursery Association and the Wisconsin Arborist Association.

Teachers please note that a certificate of participation is included in the contest packet for your use and duplication. Please feel free to reproduce this certificate and use it to reward all your participating students. The three state winners will be announced in "EE News" and electronically on "EEK!" (Environmental Education for Kids): <http://www.dnr.state.wi.us/ee/>. If you would like to receive a copy of the selected calendar essays please contact me. Best of luck to you and please encourage your students to celebrate Earth Day, Arbor Day and the year of Wisconsin forestry.

Sincerely,

*Genny Fannucchi*

Forest Resource Education  
and Awareness Specialist  
Division of Forestry



## **2004 Forest Appreciation Week Writing Contest**

***"Happy Birthday Forestry!"***

### **Contest Requirements:**

- ❖ Fourth Grade Students Only
- ❖ Submit only (1) entry per classroom.
- ❖ Any written form including essay, poetry or other type of creative writing is acceptable. The entry must be 200 words or less and follow the year 2004's theme: "Happy Birthday Forestry!"
- ❖ Writing must be the original work of a student currently in the fourth grade.
- ❖ A participant report form must be attached to your classroom entry. Your entry must be sent to the designated judging team coordinator listed in this contest packet.
- ❖ Twelve semi-finalists will be chosen. The essays of the semi-finalists will appear in the 2005 Arbor Day/Earth Day calendar.
- ❖ A panel of judges from the DNR will review the 12 semi-finalists and select three state winners.
- ❖ Three state winners will be recognized for their achievement. The first second and third place winners will be presented with savings bonds of \$100, \$75, \$50 and a tree.
- ❖ Students, parents and teachers will be honored at a special celebration in our state capitol.
- ❖ **Entries must be postmarked by March 5, 2004.** Contest entries will not be returned.
- ❖ Judging Criteria - Theme Application 60%, Originality 30%, Presentation 10%

***Teachers: On the next few pages you'll find some activities that may assist you with this year's writing contest. Have fun and enjoy!***

## **Celebrate Our Tree and Forest Resources**

***Earth Day - Thursday - April 22***

***Arbor Day - Friday - April 30***

***Forest Appreciation Week -  
April 25-May 1***



## **Forest Fun Fact**

Forests can regenerate when... seeds drop or blow in from nearby trees; when birds and animals carry seeds in; by the planting of seedlings; by seedlings that sprout from the roots or stumps left after harvest; or by releasing existing seedlings which cannot thrive in the shade of larger trees. Pre-harvest planning and proper harvest techniques assure that one or more of these methods will succeed!



# Forest Appreciation Week Writing Contest Entry Form.

**Each classroom entry must have this form attached. Submit only one (1) entry per classroom by March 5, 2004.**

Attach this form to your chosen classroom entry and mail it to your judging team coordinator listed by CESA district. His/Her name is listed on the Judging Team Coordinators sheet printed on the reverse side.

Date \_\_\_\_\_ CESA District \_\_\_\_\_

Student's Name \_\_\_\_\_

Student's Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_

Teacher's Name \_\_\_\_\_

School Name \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_

School Phone ( ) \_\_\_\_\_

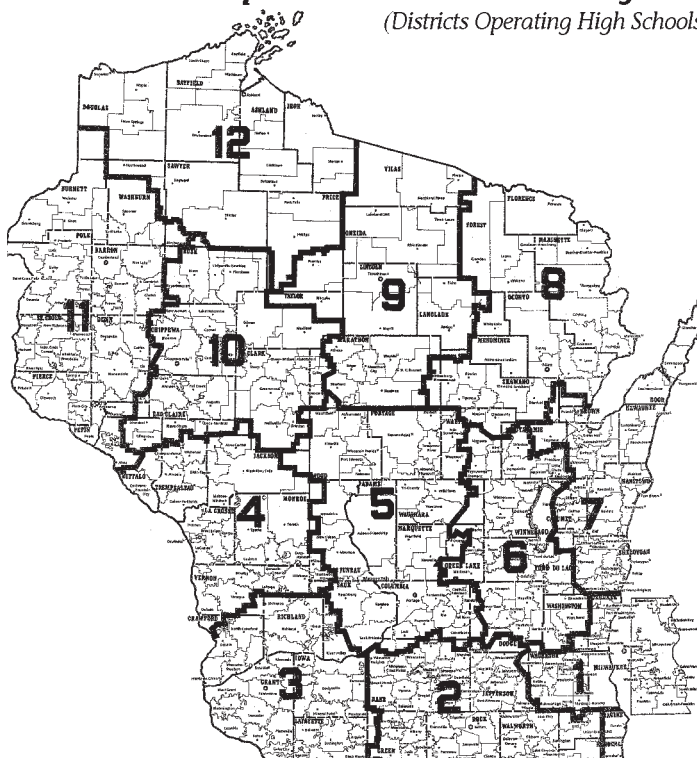
Principal's Name \_\_\_\_\_

Number of students in your classroom that participated \_\_\_\_\_

*(This question helps us determine the overall number of students participating in 2004.)*

**Wisconsin**  
**Cooperative Educational Service Agencies**  
*(Districts Operating High Schools)*

**Please circle your CESA District:**





# 2004 4<sup>th</sup> Grade Writing Contest

## Judging Team Coordinators

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### ***Listed by CESA District\****

#### ***CESA District 1,2,3***

Julie Peltier  
Pike Lake Park  
3544 Kettle Moraine Road  
Hartford, Wisconsin 53027  
(262) 670-3404

#### ***CESA District 4,5,6***

Debbie Beringer  
Jackson County Extension Office  
227 S. 11<sup>th</sup> Street  
Black River Falls, WI 54615  
(715) 284-4257

#### ***CESA District 7,8,9***

Bill Klase  
Headwaters Basin - DNR Service Center  
PO Box 695  
107 Sutliff Avenue  
Rhineland, Wisconsin 54501  
(715) 365-2658

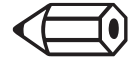
#### ***CESA District 10,11,12***

John Staszczuk - Eau Claire Co. Forest Adm.  
227 First Street West  
Altoona, Wisconsin 54720  
(715) 839-4738

\* Teachers please note, judges are not affiliated with your local CESA office.



# Happy Birthday Forestry!



## **Background activities that may assist you with this year's writing contest theme, "Happy Birthday Forestry!" Have fun and enjoy!**

Like seeds, human knowledge about our forests has the opportunity for growth. Our knowledge about our forests is rooted in our past and anchored by experiences gleaned from previous generations. Through study, observation and reflection our knowledge about our forest resource continues to expand, and as our knowledge increases, our understanding increases. As we celebrate one hundred years of professional forestry in Wisconsin, and the recovery of the forest resource in Wisconsin, use the information in this contest packet to help your students connect past to present, present to future. Use it to reflect on the hard work of all that helped reforest our great state and on the new challenges that face our forest resource, as we begin the next one hundred years.

Birthdays are special. To help your students celebrate forestry's 100th birthday, and explore the concept of 100 years, consider using one or more of the following activities.

- ❖ Collect 100 pennies and line them up chronologically. Discuss a historical or special event that happened during that year. Remember to include forest and natural resource history.
- ❖ Plant 100 seedlings or plant a schoolyard tree. Discuss proper planting techniques and how one becomes a responsible conservator of vital natural resources.
- ❖ Transform the enclosed tree poster or any picture of our forest resource into puzzles of 100 pieces and ask students to rebuild the forest resource. Students can do this in groups of 4-5 students. The first group done, the "finishers," can go and help others. Discuss how many people are involved in the care of our forest resource.
- ❖ List 100 tree and forest products that students eat or use daily. Discuss how we all need trees.
- ❖ Trace 100 footprints and intermingle among them 100 traced tree leaves. Discuss how humans interact with forests.
- ❖ List 100 Wisconsin forest animals. Discuss the habitat needs of each animal. Discuss how generations of people must support generations of trees and the rest of the living community that makes up the forest.
- ❖ Create 100 thankful hearts carrying messages about the gifts provided by our trees and forests. Encourage your students to be very creative and thoughtful as they come up with their messages.
- ❖ List 100 reasons for trees and forests. Remember to include your city and village trees!
- ❖ Create a paper chain of 100 links and write on each link the years from 1904 to 2004. Discuss significant dates in Wisconsin's history that occurred during this time frame.
- ❖ Use the annual rings on the cross section of a tree to discuss forest history or enlarge the tree cookie on the next page. Plot these special years on the tree cookie. Have students count back on the rings to locate the year they were born and record it on the tree cookie.
- ❖ Use the tree cookie throughout the remainder of the year to continue to place significant dates from the history of Wisconsin and the nation that your students have researched or been assigned.





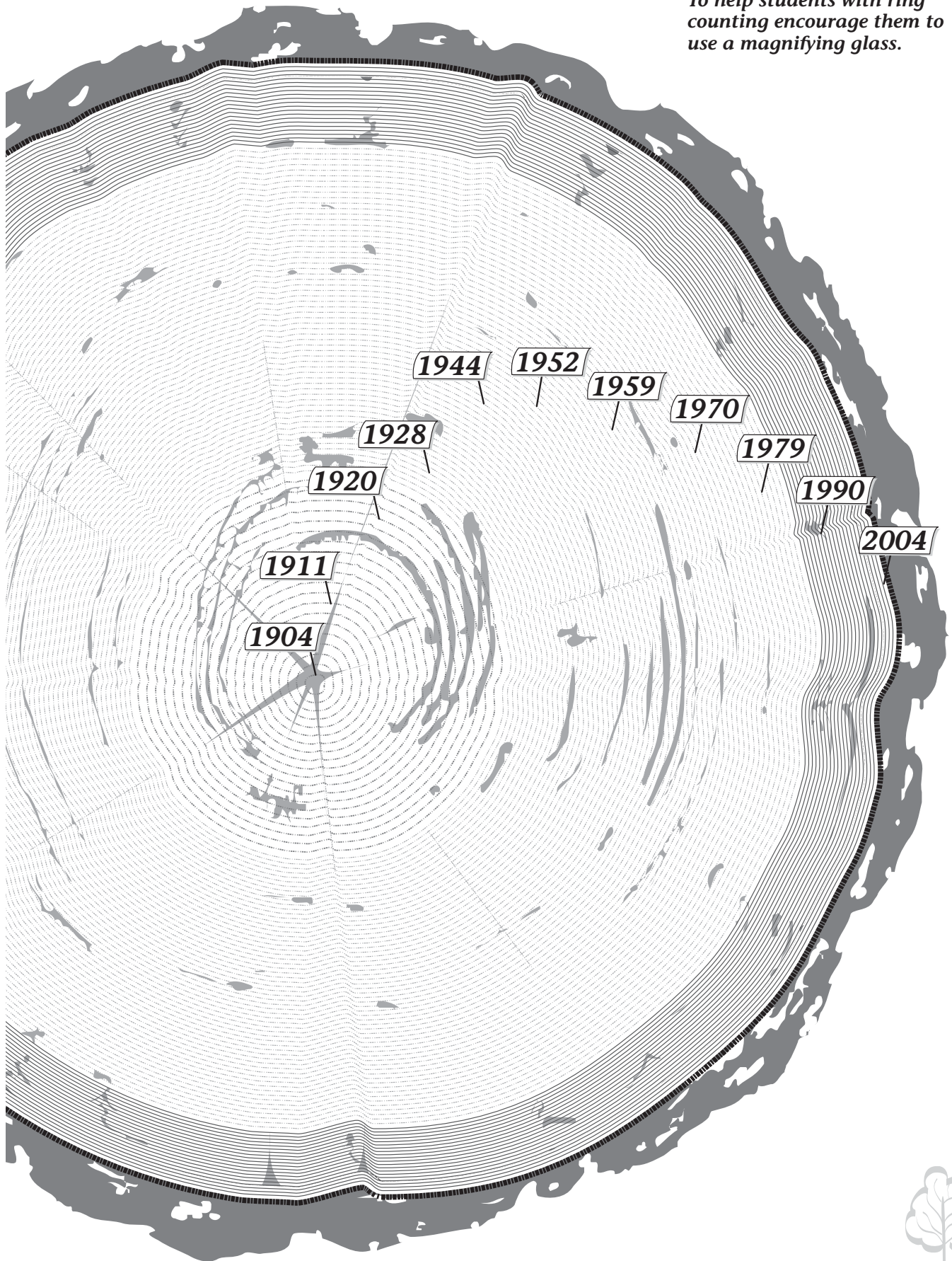
# Wisconsin's forest history is written in her trees

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***Below are some special years to include on a classroom tree cookie.***

- 1904** - Only remnants of forest remain in Wisconsin, the rapid settlement and industrialization of the late 1800's had rapidly deforested millions of acres of trees and E.M. Griffith reports to work as first chief state forester of Wisconsin.
- 1907** - First state forest is initiated, the Brule River State Forest. Mr. Frederick Weyerhaeuser deeded 4,320 acres to the state of Wisconsin for forestry purposes.
- 1908** - President Theodore Roosevelt writes to the children of our nation. He talks about reforesting our nation and Arbor Day. (See letter in packet)
- 1909** - On Arbor Day, Wisconsin school children vote the wood violet (*Viola papilionacea*) our state flower.
- 1911** - First seed planted at Wisconsin's First State Tree Nursery at Trout Lake.
- 1914** - 478,630 tree seedlings distributed throughout our state by our state tree nurseries.
- 1919** - City of Milwaukee plants 4,000 trees.
- 1920** - State 4-H leader Wakelin "Ranger Mac" McNeel had a vision for both the land and our youth. McNeel sent students and teachers out across Wisconsin to reclaim the cut-over, burned over forest land with shovel and tree seedlings and these words "Attitudes are not born; they are acquired by experiences. Nor are habits born, they are acquired by training."
- 1926-27** - Wisconsin school children select a state bird - the robin (*Turdus migratorius*)
- 1928** - First School Forests in the United States dedicated at Laona, Crandon and Wabena, Wisconsin.
- 1928** - F.G. Wilson's "Forest Trees of Wisconsin." is published. It is the first educational and research material published by the Wisconsin Conservation Department (now the Wisconsin Department of Natural Resources).
- 1939** - Wisconsin tree nurseries distribute 29,151,387 trees and shrubs throughout our state.
- 1944** - Smokey Bear is one year old. "Remember only YOU can prevent wildfires."
- 1948** - Wisconsin children reaffirm their support for the sugar maple (*Acer saccharum*) as our state tree.
- 1949** - Aldo Leopold's "A Sand County Almanac" is published. Wisconsin's forests provide 1.4 million standard cords of pulpwood.
- 1952** - Smokey's song is written by Steve Nelson and Jack Rollins, "Prowlin' and a growlin' and a sniffin' the air." (Remember that Smokey's correct full name is Smokey Bear.)
- 1954** - The First Smokey Bear costume is produced and debuted at the Logging Congress parade in Wausau, Wisconsin.
- 1956** - Dutch Elm disease invades Wisconsin.
- 1957** - The white-tailed deer (*Odocoileus virginianus*) becomes our state's official wildlife animal.
- 1959** - 44,589,361 trees and shrubs distributed by state tree nurseries and 1.8 million standard cords of pulpwood are harvested.
- 1970** - First Earth Day (April 22) celebrated in the United States. The idea came from Wisconsin Senator Gaylord Nelson and energized environmental awareness. It also is the birthday of J. Sterling Morton, the founder of Arbor Day (1872).
- 1971** - Woodsy Owl created. Woodsy reminds us to "Lend a Hand - Care for the Land."
- 1974** - Madison removes 4,000 elms.
- 1976** - Wisconsin's first "Tree City USA" recipients are Eau Claire, Racine, Sheboygan, Stevens Point and West Allis.
- 1977** - "Project Learning Tree", a national environmental education program is brought to Wisconsin.
- 1979** - One billionth tree from State tree nurseries planted by F.G. Wilson.
- 1981** - Wisconsin legislature establishes the 4th Grade Arbor Day Free Tree Program.
- 1984** - Wisconsin State Tree Nurseries distribute 49,230 Arbor Day trees to 4th graders statewide. Children now annually plant between 50-70,000 Arbor Day trees annually.
- 1990's** - Gypsy moth (*Lymantria dispar*) inhabits eastern Wisconsin
- 1994** - Wisconsin's first "TreeLine USA" recipient is Wisconsin Public Service.

*To help students with ring counting encourage them to use a magnifying glass.*



**1995** - Recycling mandated in Wisconsin. Paper made from recycled wastepaper, starts out as wood fiber (pulpwood). Wisconsin forests provide us with 3.7 million standard cords of pulpwood.

**1997** - Once endangered in Wisconsin, the American Bald Eagle (*Haliaeetus leucocephalus*) is taken off the list.

**1997** - Environmental Education for Kids (EEK!) first appears on the World Wide Web. Lots of great tree and forest information can be found there!

**1998** - Wisconsin entry, Ryan Stephens, wins the National Arbor Day 5<sup>th</sup> Grade Poster Contest, theme "Trees are Terrific... In Cities and Towns!" 2.2 million acres of urban forests exist in Wisconsin.

**2000** - Millions of people visit our state forests and parks for hiking, camping, bird watching and hunting.

**2001** - First televised episode of "Into the Outdoors" is broadcast statewide. Later that year ITO wins an Emmy with the show "Trees Are Tree...mendous" It's all about our tree and forest resource.

**2002** - Wisconsin's landscape supports the largest and most widespread Karner Blue Butterfly (*Lycaeides melissa samuelis*) population worldwide.

**2003** - Wisconsin gray wolf (*Canis lupis*) is reclassified from endangered to threatened. 94 packs exist across the state. Our forests are growing habitats.

**2004** - Nearly half of Wisconsin, about 16 million acres, is forested. Forestry is the second largest industry in the state, Smokey Bear celebrates 60 years of vigilance and Governor Doyle proclaims 2004 as the year of Wisconsin Forestry. Wisconsin marks the 132<sup>nd</sup> anniversary of Arbor Day and the 121<sup>st</sup> year of its celebration by school children. New LEAF (Learning Experiences and Activities in Forestry) K-8 Wisconsin based Lesson Guide, for use in the classroom and field, is released.

**2005** - Next 100 years of Wisconsin forestry begins.





# Project Learning Tree (PLT)

**An award-winning environmental education program for PreK-8 formal and non-formal educators. Go out on a limb . . . attend a workshop!**

\* Receive a PreK-8 PLT Activity Guide with nearly 100 activities correlated to Wisconsin Model Academic Standards Workshop fee \$15.00

Learn about Wisconsin's trees and forest ecology

Discover the interrelationships of natural and built environments

**New!** Energy & Society materials

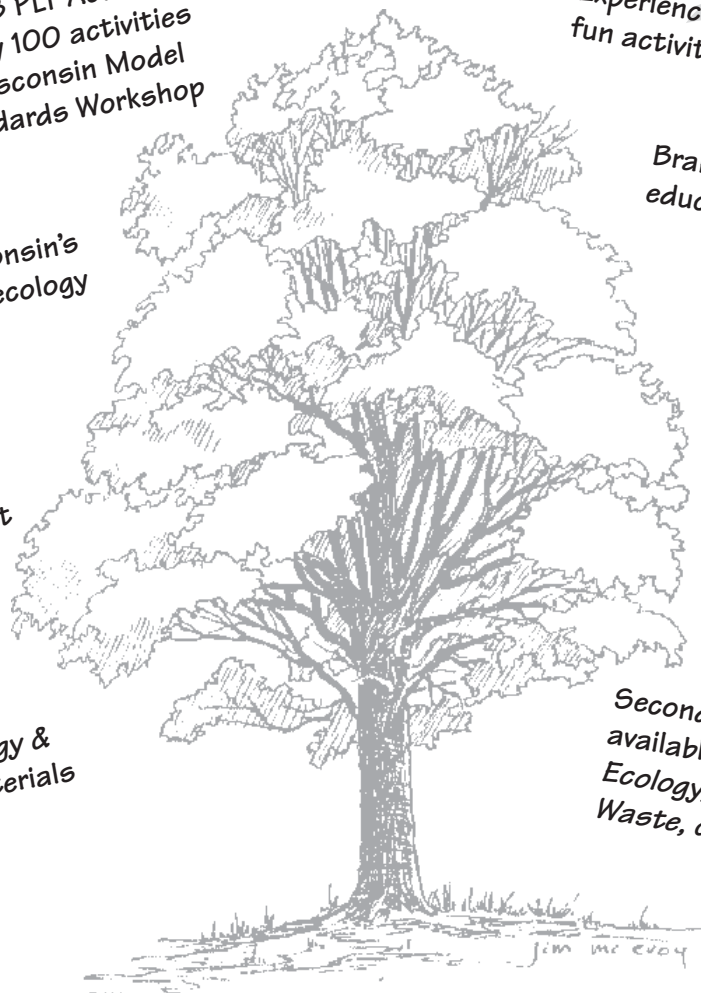
Experience hands-on fun activities!

Branch out – meet other educators – share ideas!

Sponsor a workshop at your school!

PLT for seedlings Early Childhood Materials, ages 3-6

Secondary modules available on Forest Ecology, Risk, Solid Waste, & Forest Issues



\* Correlations available on the DNR website at <http://www.dnr.state.wi.us>  
Click on Education and Training, a Activities and Projects, Project Learning Tree, then Educational Resources

*Please send Project Learning Tree information and a workshop schedule to:*

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Daytime phone \_\_\_\_\_

Email \_\_\_\_\_

Questions? Call 608-264-6280 or email [betty.prescott@dnr.state.wi.us](mailto:betty.prescott@dnr.state.wi.us)

**Mail to: DNR – Project WILD/PLT**  
**PO Box 7921**  
**Madison, WI 53707**





*Certificate of Participation*

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# *Forest Appreciation Writing Contest*

2004

## *Happy Birthday Forestry*

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*Student*

*Congratulations from the  
Wisconsin Department of Natural Resources  
Division of Forestry*



## **LEAF Background**

LEAF, the Wisconsin K-12 Forestry Education Program, was created to help promote forestry education in Wisconsin. In 2001, Wisconsin K-12 forestry education stakeholders met to discuss the current status of and the needs for Wisconsin-based K-12 forestry education. Although a variety of programs existed, voids were identified in delivery and dissemination of educational materials and services. To present a more unified effort, stakeholders supported the development of a comprehensive program that would cooperate with existing efforts.

During the spring of 2001, legislation was written to establish the LEAF Program as a partnership between the Wisconsin Department of Natural Resources-Division of Forestry and the Wisconsin Center for Environmental Education at the College of Natural Resources at the University of Wisconsin-Stevens Point. Funding for the program is provided through a surcharge on the sale of seedlings from Wisconsin Department of Natural Resources-Division of Forestry nurseries.

## **LEAF Goals**

- ✦ *To develop a "Wisconsinized" Forestry Education Lesson Guide for use in the classroom and field.*
- ✦ *To build partnerships with other Wisconsin K-12 Forestry Education Stakeholders and support their efforts.*
- ✦ *To provide teacher training opportunities in forestry education, including college credit courses and workshops.*



- ✦ *To assist schools with the infusion of standards based forestry education concepts into their curriculum.*
- ✦ *To assist school forests with site management and education plan development, networking, and training programs.*

## **Getting the Guide**

**Classroom Teachers:** The primary audience for the LEAF Lesson Guide is classroom teachers. Initial dissemination will be through a graduate level college course. Teachers will receive background on forestry topics, forestry resources, and participate in sample activities. Courses will be offered throughout the state of Wisconsin. Cost of the course will be covered by the LEAF Program. These courses are projected to begin early in 2004.

**For more information about courses in your area, check out our website:**  
[www.uwsp.edu/cnr/leaf](http://www.uwsp.edu/cnr/leaf)

## **Contact us:**

### **LEAF**

Wisconsin Center for  
Environmental Education  
College of Natural Resources  
UW-Stevens Point  
Stevens Point, WI 54481  
Phone: 715/346-4956  
Fax: 715/346-3025  
Email: [leaf@uwsp.edu](mailto:leaf@uwsp.edu)



# 4<sup>th</sup> Grade - Lesson 5

## I Saw It on the 6 O'Clock News

*\*Reprinted in partnership with the LEAF program.*

### Nutshell

In this lesson, students participate in a live newscast from the past. Using a script, they conduct interviews or are interviewed for a newscast that the class will watch. After the newscast, the class organizes the news events into a timeline.

### Background Information

As the first wave of settlers arrived in Wisconsin in the early 1800s, forests covered an estimated 63-86% of the state. As the number of settlers increased, the demand for resources likewise increased. By the end of the Civil War, logging became an important part of Wisconsin's economy. By 1893, Wisconsin had become the world leader in lumber production.

The growth of the logging industry did not come without costs to Wisconsin's forests. An 1898 study conducted by the federal government found that only 13 percent of the volume of red and white pine present in Wisconsin in 1850 still existed. Eight million acres of the estimated 17 million acres of original forest had been cut. Fire ran rampant across the landscape as logging slash (treetops, branches) dried and kindled fires.



### Objectives

**Upon completion of this lesson, students will be able to:**

- ✦ Define renewable resource.
- ✦ Describe how humans promoted regrowth and renewability of Wisconsin's forests.
- ✦ Discuss the key players involved in replanting Wisconsin's forests.
- ✦ Indicate how forest product needs were met while the forest regenerated.

### Subject Areas

Social Studies, Arts, Language Arts

### Lesson/Activity Time

**Total lesson time: 90 minutes**

**Time breakdown:**

- ✦ Introduction - 10 minutes
- ✦ Activity 1 - 15 minutes
- ✦ Activity 2 - 5 minutes
- ✦ Activity 3 - 15 minutes
- ✦ Activity 4 - 40 minutes
- ✦ Conclusion - 5 minutes

### Teaching Site

Classroom

### Materials

**For each student:**

- ✦ One section from the I Saw It on the 6 O'Clock News Student Script \*
- ✦ Copy of I Saw It on the 6 O'Clock News Student Page \*

**For the class:**

- ✦ Chalk/marker board
- ✦ Table
- ✦ Chair
- ✦ Copy of Segment Title Cards \*

**For the teacher:**

- ✦ 6 pieces of green construction paper
- ✦ 5 pieces of brown construction paper
- ✦ 3 pieces of yellow construction paper
- ✦ 50 feet of rope or string
- ✦ Copy of I Saw It on the 6 O'Clock News Teacher Script \*
- ✦ Clothing, hats, props (optional)

*\* Download copies at [www.dnr.state.wi.us/org/land/forestry/uf/awareness/arborposter.htm](http://www.dnr.state.wi.us/org/land/forestry/uf/awareness/arborposter.htm) Once there look under Poster Contest Resources, Activity Materials, Main Lesson. The student script, student page, teacher script and segment title cards can all be found there.*





As a result, millions of acres of forest and thousands of human lives were lost to fire. As farmers worked to clear the remains of logging, they too started many fires that had large costs to remaining forests and human life.

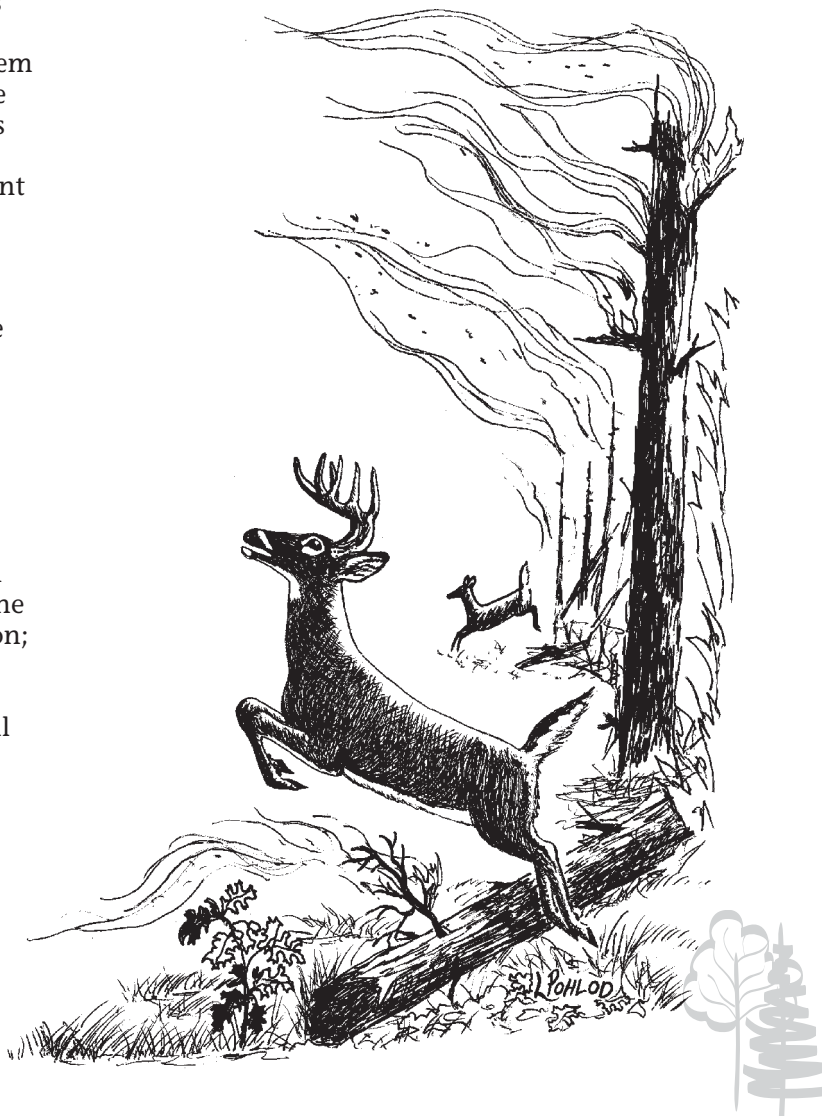
The degradation of Wisconsin's forests did not go unnoticed. E.M. Griffith was hired in 1904 as the first Wisconsin State Forester. He worked to establish state-owned forest preserves, construct the first state tree nursery, and implement fire control strategies. Griffith ran into opposition from county governments, who contended that the loss of state properties from the tax roll hurt the counties. These folks took the state to court over the state ownership of land. In 1915, the Wisconsin Supreme Court declared the purchase of forested land by the state unconstitutional. As a result, forestry in Wisconsin came to a halt until 1924 when the citizens of Wisconsin amended the constitution through a referendum to allow the use of state funds for the acquisition, development, and conservation of forest resources.

By the 1920s, farmland in the north woods was being abandoned daily and left as tax delinquent. Counties were faced with the problem of what to do with this land. In 1928, Marinette County decided to replant their lands with trees and soon other counties followed suit, creating county forests. That year, the federal government started buying lands to replant as forests. In 1933, this land became part of one of two national forests created in Wisconsin that year.

Nineteen twenty-nine was the beginning of the Great Depression. Timing could not have been better as it related to replanting all of these forests. Five days after his 1933 inauguration, Franklin Roosevelt met with the secretaries of Agriculture, Interior and War to outline his proposed conservation relief measure. The proposed Civilian Conservation Corps (CCC) would recruit 250,000 unemployed young men to work on federal and state owned land for "the prevention of forest fires, floods, and soil erosion; and plant, pest and disease control." In his message to Congress, Roosevelt declared that the CCC would "conserve our precious national resources" and "pay dividends to the present and future generations. More important," he added, "we can take a vast army of the unemployed out into healthful surroundings. We can eliminate, to some extent at least, the threat that enforced idleness brings to spiritual and moral stability." To work they went, 75,000 strong in Wisconsin. Seventy-five camps were built around the state to house the men. The program lasted until

1942. During this nine-year period, the CCC contributed much to the forests of Wisconsin, including planting trees; helping to protect them from fire, disease, and insects; and building campgrounds and parks.

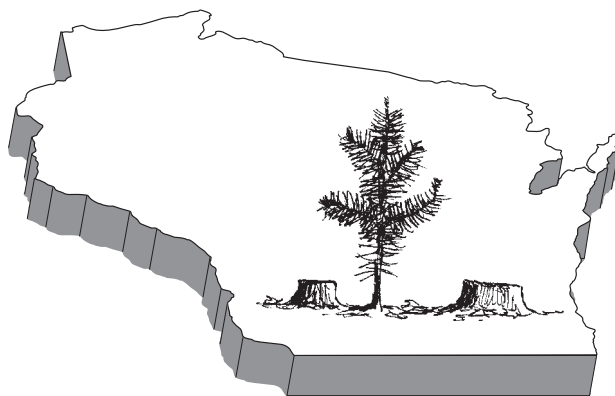
Many of the forests we have today didn't reestablish themselves. After the cutover, countless human and monetary resources were utilized to return our forests to their splendor. Our public forests are managed by a variety of agencies, including the Wisconsin Department of Natural Resources (WDNR) Division of Forestry, the US Forest Service, County Foresters, and private consulting foresters. Not all forests are public, though. Today, 57% of our forests are owned by private, non-industrial landowners and another 11% by the forest products industry. The WDNR Division of Forestry provides assistance to private landowners with the management of their properties. Together, the effort continues to sustain our forests for future generations.



## Preparation

- ✦ Cut 6 pine trees approximately 8" tall from green construction paper.
- ✦ Cut 5 tree stumps approximately 4" tall from brown construction paper.
- ✦ Label 3 sheets of yellow paper with the word "Prairie" on one side and "Farms" on the other.
- ✦ Outline the shape of Wisconsin on the floor in the front of the classroom with rope or string. The state should be about 6-8 feet from north to south.
- ✦ Make two copies of the I Saw It on the 6 O'Clock News Student Script. Cut apart each interview segment. There are 22 student parts in the newscast script. Give each pair of students a copy of the same segment to rehearse. Make one copy of the I Saw It on the 6 O'Clock News Teacher Script for yourself.
- ✦ Write the order of the interviews on the board. (1. Bud Basswood and Tim Cruise, 2. Blossom Bloomer and Ole Hasbeen, 3. Clay Crop and Hans Rockpicker, 4. Sally Controversy and Forest Proponent, 5. Nat Forest and John Treebark, 6. Mildred Hardtimes and Kenny Nowork, 7. Sonya Sawyer and Buster Foreman, 8. Twiggy Spud and Steve Greenthumb, 9. Julie Yesterday and Donna Roadalong, 10. Susie Spark and Smokey Bear, 11. Ellie Elm and Citizen Sad, 12. Tree A. Ward and Val N. Teer, 13. Tony Oak and Cindy Info)
- ✦ Cut apart the Segment Title Cards
- ✦ List the following years on the board with a line behind them to record data: 1845, 1860, 1875, 1890, 1905, 1920.
- ✦ Draw a graph on the black board with the Y-axis labeled 1 to 6 (1, 2, 3, 4, 5, 6) and the X-axis labeled 1845 to 1920 in 15 year increments (1845, 1860, 1875, 1890, 1905, 1920).
- ✦ Set up a table with a chair to be used by the news anchor during that portion of the lesson.
- ✦ On a bulletin board or on the wall, make a timeline starting with 1848 and ending with 2004. Make sure there is room under the timeline for students to post their Segment Title Cards.

*\* Copies of student scripts, student page, and teacher script are available online for you to download at [www.dnr.state.wi.us/org/land/forestry/uf/awareness/arborposter.htm](http://www.dnr.state.wi.us/org/land/forestry/uf/awareness/arborposter.htm) Once there look under Poster Contest Resources, Activity Materials, Main Lesson.*



## Procedure

### Day 1

#### Introduction

1. Begin by reviewing with your students how Wisconsin's forests have changed over time. Ask 10 volunteers to come to the front of the room. Ask nine of them to stand inside the state of Wisconsin that you have laid out on the floor. Ask the tenth person to be the recorder of information on the board.
2. Tell the class that these students represent all the land cover of Wisconsin. In other words, what was growing on the land in 1845. Give six students the pine trees that you cut from construction paper. Give the other three the yellow sheets with "Prairie" written on the side facing the class. The students with the prairie signs should stand in the southern 1/3 of Wisconsin. Tell students that as the first European settlers arrived in Wisconsin 2/3 of the state was covered with forests. The remainder was covered with grasslands called prairies.
3. Ask students what happened to Wisconsin's forests and prairies after settlers started to arrive. (The forests were logged, the prairies were plowed for farms, and both were removed from the landscape.) Tell them that the students standing in front of the room are about to show them how this changed the state. Ask a student to slowly count out loud by 5s, starting with the year 1845 and ending with 1920. Every 15 years, beginning with 1860, remove one of the 6 trees from the students and replace it with one of the tree stumps. Also turn over one of the prairie signs so that it reads "farms". (Note-all prairie signs will be turned over by 1890.) Each time you remove a tree, have the student recorder count the remaining trees on that date and record them on the board.



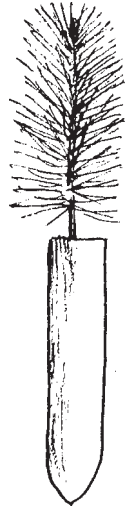
- Have the students remain standing with their tree stumps, tree, and farm props. Invite several students up to the board to plot a line graph from your data. Once dots have been placed above all of the dates, connect them with a line. Tell the students that the graph represents what happened to the forested land cover in Wisconsin during this time period.



- Ask the students how the land cover in Wisconsin changed. (Forests were logged off for lumber. Prairies were plowed up and turned to farms.) Ask the students what happened to the land after it was logged. (People tried to farm it.) Was this good land for farming? (No, much of it was not.) Ask what happened to the land after farmers who moved off the land abandoned it. (The counties got the land because the farmer who owed the tax on the land couldn't pay it.)
- Tell students that although this land wasn't good for farming, nature proved that it was good for growing something. Ask them what

could grow on this land. (Trees, forests.) Ah, forests, you say. Forests are a renewable resource. Lead a discussion about renewable resources.

- What does renew mean? (To make something new again, to restore something as it was.)
- What is a resource? (Something humans use for food, water, product, etc.)
- So why is a forest a renewable resource? (Because it can regrow naturally or with the help of humans and continue to provide for us.)
- What are some examples of other renewable resources? (Water, soil, animals, plants.)
- Some resources are referred to as nonrenewable resources. What would that mean? (The resource doesn't replenish itself.)
- What are some examples of nonrenewable resources? (Oil, metals like copper and iron.)



Tell students that during the early 1900s many people and the government worked very hard to renew the forests of Wisconsin. Ask a student to again count slowly by 5s starting with 1920. Each time student advances by 5 years, replace a tree stump with a tree. By 1950, you will have all of the forests replanted. Tell your students that during this lesson, they will explore some of the events that happened during this time period that contributed to the renewing of our forests. Your students can now sit back down in their seats.





## Activity 1

1. Ask your class how many of them have ever watched the news. Tell them that today they are going to do their own newscast. Some students will be news reporters and the rest will be people with a story that is on the news. This is a special newscast because it isn't about the happenings during that day like regular newscasts. Instead, these reporters are time travelers. They can go back in time and report on things in history, while they are happening.



2. Assign all students a role of either a reporter or the individuals the reporters will interview. Point out that the order each group will speak in is listed on the board. If you have more students than roles, have remaining students work together to develop a commercial that they can do during the newscast. The commercial should be about Wisconsin's forests. Give each reporter and associated interview candidate a portion of the I Saw It on the 6 O'Clock News Student Scripts to read and practice. Ask them to think how these people might act and have them take on the role of the people in their interviews. If you have clothing, hats, and props, let students pick items to further portray their characters. Give students 10 minutes to prepare.

## Activity 2

1. Hand out a copy of I Saw It on the 6 O'Clock News Student Page to each student. Explain that they have one additional role during this activity. They are also historians. Their job is to write down the important information during the newscast for each of the news segments. Tell them that you will also play a role. You will be the news anchor, Maple Woods. You will introduce and conclude each segment. The information that they record will be repeated several times during that segment. They need to listen and fill in the blanks on their worksheet as they watch the newscast. Go over the student page with the class and discuss the types of information to include. (Whom each person interviewed, the year of the interview, and what the interview was about.)



## Vocabulary

**Abandoned** - To leave behind or give up.

**Civilian Conservation Corps** - A program during the Depression that provided jobs for men out of work and that worked on projects to improve our forests.

**Great Depression** - A period in history when the economy was bad and many people were without jobs.

**Nursery** - A place where trees are grown from seeds so that they can be planted later in another location.

**Renewable Resource** - A resource that has the ability to regenerate, grow back, or produce more.

**Slash** - Branches, leaves, and twigs left after cutting down a tree.

## Activity 3

1. Start the newscast. As the teacher, you will serve as the news anchor. Read from your news script like a real anchor, introduce, and conclude each segment. Have students come up to the front of the room for their interview segments. Students can use the script for their segments too. Keep the show moving at a consistent pace.



## Activity 4

Upon concluding the news show, tell students that you want them to create a time line. Their job is to help you put the events in the order they happened and with the approximate dates. If they listened to the segments and took notes, they should be able to complete this assignment. Ask for volunteers to come up to the front. Give the volunteer one of the Segment Title Cards and have them place the card on the timeline where they think it belongs. As they are placed, ask the class if they believe the cards are in the right location. Continue having volunteers come up and place the cards on the timeline until all cards have been placed.



## Conclusion

Review with students the meaning of the term renewable



resource. (A resource that renews itself.) Ask what happens if humans utilize a resource faster than it can renew itself. (The resource will get used up and not be able to renew itself.) Tell the students that this is what happened to our forests. We cut them down faster than they could regenerate. Review with the students the main events on the timeline, pointing them out on the timeline. Ask the students what they feel were the key things needed to allow the reestablishment of our forests. (Tree seedlings to plant, people to plant them, people to protect forests from fire, and money to pay for all of these efforts. They would have regenerated on their own, but it would have taken a very long time.) Ask them to speculate what would have happened had any of these resources not been available. (It would not have been possible for our forests to recover as soon as they did.) Remind the students that Wisconsin's forests helped to build the state and the growing nation by providing lumber. Ask them where they think the lumber came from that continued to build buildings in Wisconsin once we had cut down our forests. (We had to import our lumber from other states, primarily in the west.)

## Assessment

### Summative

Have your students develop a list of the resources that would be needed for planting a garden or landscaping at school. This should include such things as seeds, plants, trees, tools to plant, people to help, and money to buy the items needed.

## References

Civilian Conservation Corps.  
[www.cccalumni.org/index](http://www.cccalumni.org/index)

Curtis, J. T. (1959). *The Vegetation of Wisconsin*. Madison, WI: The University of Wisconsin Press.

Finan, A. S. (Ed). (2000). *Wisconsin's Forests at the Millennium: an Assessment*. Madison, WI: Wisconsin Department of Natural Resources. PUB-FR-161 2000

Golden, R. et al. (2002). *The Changing of the Land*. Amherst Junction, WI: Central Wisconsin Environmental Station.

Smokey's Vault. [www.smokeybear.com](http://www.smokeybear.com)

## Other Resources

### Website

Wisconsin Historical Society.  
[www.wisconsinhistory.org](http://www.wisconsinhistory.org)

Under the kids link, students can find a timeline with Wisconsin history stories and pictures.

### **Wisconsin Model Academic Standards and how they are addressed**

#### **Environmental Education B.8.10 - Knowledge of Environmental Processes and Systems**

Students draw pictures to explain how humans have shaped Wisconsin's environment over the course of history.

**The standard is:** Explain and cite examples of how humans shape the environment.

#### **Environmental Education B.8.15 - Knowledge of Environmental Processes and Systems**

Students analyze how people impact their environment by drawing a graph of past resource use in Wisconsin.

**The standard is:** Analyze how people impact their environment through resource use.

#### **Environmental Education B.8.24 - Knowledge of Environmental Processes and Systems**

Students create a timeline of Wisconsin history in forestry after listening to a mock newscast about the decline and regrowth of our forests.

**The standard is:** Create a timeline of Wisconsin history in resource management.

#### **English Language Arts C.8.2 - Oral Language**

Students listen to mock live newscast, pick out the important information from each news segment, and record the information on a worksheet.

**The standard is:** Listen to and comprehend oral communications.





### *To the School Children of the United States:*

Arbor Day (which means simply "Tree Day") is now observed in every State in our Union mainly in the schools. At various times from January to December, but chiefly in the months of April and May, you give a day or part of a day to special exercises and perhaps to actual planting, in recognition of the importance of trees to us as a nation, and for what they yield in adornment, comfort and useful products to the communities in which you live. It is well that you should celebrate your Arbor Day thoughtfully, for within your lifetime the Nation's need of trees will become serious. We of an older generation can get along with what we have, though, with growing hardship; but in your full manhood and womanhood you will want what nature once so bountifully supplied and man so thoughtlessly destroyed, and because of that want you will reproach us, not for what we have used, but for what we have wasted. For the nation, as for the man or woman, and the boy or girl, the road to success is the right use of what we have and the improvement of present opportunity. If you neglect to prepare yourselves now for the duties and responsibilities that will fall upon you later, if you do not learn the things which you will need to know when your school days are over, you will suffer the consequences. So any nation, which in its youth lives only for the day, reaps without sowing, and consumes without husbanding, must expect the penalty of the prodigal, whose labor could with difficulty find him the bare means of life. A people without children would face a hopeless future; a country without trees is almost as hopeless; forests which are so used that they cannot renew themselves will soon vanish, and with them all their benefits. A true forest is not merely a storehouse of wood, but as it were, a factory of wood. When you help to preserve our forests or to plant new ones, you are acting the part of good citizens. The value of forestry deserves, therefore, to be taught in the schools, which aim to make good citizens of you. If your Arbor Day exercise helps you realize what benefits each of you receives from the forests, and how by your assistance these benefits may continue, they serve a good end.

*President Theodore Roosevelt,  
April 15, 1907*





***Thinking about distributing Arbor Day tree seedlings this year? If so, below are a few simple tips for the care and distribution of tree seedlings to your students.***

### **A. Prior to distribution of seedlings**

Have each student bring a clear plastic bag about the size of a bread wrapper from home.

### **B. When your seedling box or bag arrives**

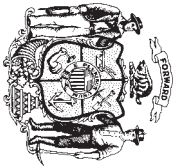
1. Keep your trees cool. Refrigerate your seedlings (34-36 degrees is ideal). Seedlings are perishable and should be refrigerated until planting time. **DO NOT FREEZE.** Do not store your trees in the sun, in a car trunk, in a heated classroom or other warm place before distributing them to your students.
2. Keep your trees moist. Do not open your sealed bag or box of seedlings. Leaving the bag closed will keep seedlings moist and cool until planting time.

### **C. At distribution time**

1. Package individual seedlings.
  - ✱ Wrap the roots of each seedling in paper towels.
  - ✱ Dip the wrapped area of the seedling in water and place in the plastic bag.
  - ✱ Tie the bag closed above the roots using string, tape or twist ties.
2. Review planting instructions with your students. If children cannot plant their tree the day that they receive it, tell them to place it in the vegetable drawer of their refrigerator until it can be planted. Plant the seedling at approximately the same depth as it grew in the nursery or slightly deeper. Encourage students to plant their seedling as soon as possible. Emphasize that for the seedling to live, its roots must be kept moist until it is planted. Remind students to select a planting site that will give the seedling room to grow and has correct light conditions.

- ✱ Dig a hole as deep as the root system and about 1 foot wide. (Remind children that the majority of a tree's feeder roots are in the upper six inches of soil where they compete with grass roots for oxygen, moisture and nutrients. Feeder roots thrive on soil that is loose, moist and fertile - conditions often lacking in soils around homes.)
  - ✱ Remove the seedling from the bag and place it in the planting hole. Seedling roots should hang freely in the planting hole and not be crooked, crowded, twisted or bent.
  - ✱ Crumble soil back around the roots and pack the soil gently after planting.
  - ✱ Water your seedling. Water will finish packing the soil around the roots.
  - ✱ Mulch your planting area to a depth of 2 inches and a radius of 9-12 inches. Make sure to pull the mulch away from the seedling's trunk to prevent bark rot.
  - ✱ Remember to water the seedling weekly during dry periods. New trees need the equivalent of 1 to 1.5 inches of rainfall per week during the first four years.
3. Wish everyone tree-mendous success! And remind your students that "Everyday is Arbor Day!"





# ***State of Wisconsin***

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Box 7921  
Madison, WI 53707-7921

Attention: Genny Fannucchi - FR/4

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“Happy Birthday Forestry!”



4th Grade Statewide Writing Contest Deadline

***March 5th, 2004***